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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.2 Represent rational numbers in equivalent fraction, decimal and percentage forms.  **CC.7.NS.2d** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  2.1.3 Represent fractions as terminating, e.g., ½ = 0.5, or repeating, e.g., ⅓ = 0.333… decimals and determine when it is appropriate to round the decimal form in context.  **CC.7.NS.2d** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.  2.2.7 Estimate solutions to problems in context or computations with rational numbers and justify the reasonableness of the estimate in writing.  **CC.7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.  2.2.8 Apply the order of operations and algebraic properties; i.e., commutative, associative, distributive, inverse operations, and the additive and multiplicative identities; to write, simplify, e.g., 4(3½) = 4 (3) + 4 (½) = 12 + 2 = 16, and solve problems, including those with parentheses and exponents.  **CC.7.NS.2a** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  **CC.7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers.  **CC.7.NS.2a** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.  2.2.9 Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, i.e., whole numbers, fractions and decimals.  **CC.7.NS.1b** Understand *p* + *q* as the number located a distance |*q*| from *p*, in the positive or negative direction depending on whether *q* is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.  **CC.7.NS.1c** Understand subtraction of rational numbers as adding the additive inverse, *p* - *q* = *p* + (-*q*). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  **CC.7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers.  **CC.7.NS.2c** Apply properties of operations as strategies to multiply and divide rational numbers.  **CC.7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION – N/A** |
| **GLE’s but not CCSS**  2.1.1 Compare and order rational numbers, e.g., -2, ⅜, -3.15, 0.8, in context and locate them on number lines, scales and coordinate grids.  **CC.6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.  **CC.6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  **CC.6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.  **CC.6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.  **CC.6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  **CC.6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.  **CC.6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.  2.1.2 Represent rational numbers in equivalent fraction, decimal and percentage forms.  **CC.4.NF.6** Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100 ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.  **CC.8.NS.1** Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.  2.1.3 Represent fractions as terminating, e.g., ½ = 0.5, or repeating, e.g., ⅓ = 0.333… decimals and determine when it is appropriate to round the decimal form in context.  **CC.8.NS.1** Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.  2.2.8 Apply the order of operations and algebraic properties; i.e., commutative, associative, distrib6sutive, inverse operations, and the additive and multiplicative identities; to write, simplify, e.g., 4(3½) = 4 (3) + 4 (½) = 12 + 2 = 16, and solve problems, including those with parentheses and exponents.  **CC.6.NS.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).  2.2.9 Apply a variety of strategies to write and solve problems involving addition, subtraction, multiplication and division of positive rational numbers, i.e., whole numbers, fractions and decimals.  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  **CC.4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)  **CC.5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **CC.6.NS.2** Fluently divide multi-digit numbers using the standard algorithm. |
| **CCSS but not GLE’s – None** |